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EXTENSIONS OF REMARKS

May 13, 1969

In addition to Wayne State, several other colleges or universities attended by Teacher Corps workers have initiated courses dealing with black history or black culture. Among them are Temple University in Philadelphia, the University of Miami, East Tennessee State, Xavier in Cincinnati, Prairie View A & M College in Texas and many of the black universities.

Other colleges are putting together relevant courses and teacher interns try to exert pressure wherever possible to move in this direction.

The pressure is passed on along the educational line. Many school districts have incorporated black culture into the study programs. For example, at the Harry Wood School in Indianapolis, black history and culture are treated as an integral part of other studies.

"We think what the community wants is integration into the total society," says Tom Fine, a Teacher Corps team leader there. "And that is why we are considering establishing a course of study identifying social units of people based on income, religion or race, and defining what makes each one different. We will ask where each unit came from, why they left, where they settled, what problems they dealt with and what their contributions were. In this way, the Negro will be studied as one of many groups, but not as an entity apart."

In Indianapolis, however, the calls for basic Negro history study have been answered by the school system's adoption of a policy of integrating it into all elementary, junior high and high schools.

At Crispus Attucks School there, Cliff Robinson and his Teacher Corps interns found that small groups of poor readers, some of them two, three and four years behind their age level in skills, could be brought up to higher levels more rapidly when the reading matter was such as Richard Wright's *Black Boy* or *The Autobiography of Malcolm X*. The material, along with its obvious relevance, proved to encourage verbalization and this, in turn, aided reading.

Since each Teacher Corps unit is more or less autonomous within its area of operation, there are differences of approach in theory and practice. In Akron, for example, there is evidence that some reservations are held about going ahead with such material as an approach to black culture.

Glen A. Childs, associate director of the Teacher Corps at Akron University believes that Akron's slower, more cautious approach is right. He tells of the Teacher Corps intern who prepared an Afro-American history course to teach those children who specifically requested it.

The material was offered on the student's own time and was presented in two ways—first, as propaganda with discussions of "Black Power" and, second, along with other studies in social concepts, language arts in the customary manner of teaching. Childs reports that it was the second approach that had the greater impact.

Childs is not certain that children who do not like history will automatically like black history any better. He is hoping that a direction will be found in the community research study the Teacher Corps interns will conduct to determine exactly what and how much of anything the community itself wants in the schools.

Still another pattern for teaching any minority group studies has been formed in Chicago at Northeastern State College with the inauguration of the Center for Inner City Studies.

The Center, which is funded through the Experienced Teachers Fellowship Program of the Office of Education, was intended to give background to teachers working with the Spanish-speaking disadvantaged and Southern white migrants as well as inner-city blacks. Northeastern State is one college of

the group known as the Chicago Consortium that includes six colleges or universities within the area.

Four courses on black culture are offered at the Center. History and Culture of Black People; Culture of Poverty; Literature of Minorities; and Pathology of the Ghetto. Teacher Corps interns may elect two of these. There are two courses offered on the culture of each of the other groups.

As part of the Center program, social workers, nurses, policemen and others were invited to join an evening course to educate themselves about the people they worked with, and 500 signed up for the courses. There is also a Prospective Teacher Fellowship Program at the Center, largely a linguistic curriculum with emphasis on English, to assist in translating, understanding and making more intelligible the various dialects of the disadvantaged.

At the McCorkle School in Chicago, an elementary school adjacent to a low-rent housing development, Afro-American history was used to bring the parents closer to the school. Thimuel Black, coordinator of community activities with the Chicago Teacher Corps, grew up in the area around the school and he called upon parents in the area to reconstruct recent history by recalling the many illustrious people they knew who had come from the same area. They remembered Nat King Cole; Welton Taylor, the biologist; Lou Rawls, the singer, and others. "Current" history—and pride—thus became introductory steps to broader studies.

In Pittsburgh public schools, new Afro-American materials pertinent to every subject in the curriculum have been offered to the teachers, which has spared the Teacher Corps interns the problem of initial groundwork in introducing such changes.

Interns studying at Temple University in Philadelphia have been busy teaching black history to adults as well as to children. For example, one evening a week intern David Bell teaches adults attending the Little Fellowship House, an intergroup center, and another evening he teaches at Calvary Settlement in South Philadelphia. Meanwhile, several team leaders and Corpsmen, who are members of the Association of Afro-American Education, are concerned with developing new materials for the inner-city schools.

At Temple, historians and community residents are also finding themselves invited to address interns who are involved in such activities as Negro Culture Week and Black Youth Leadership conferences.

"It is interesting to see," a Philadelphia team leader commented, "how Teacher Corpsmen develop respect for the black community and its achievements. The next step is for the Corpsmen to talk realistically to the youngsters and help them to live through the many frustrations of the black community."

While most Teacher Corps activities are concentrated in urban areas, there are some that deal with equally urgent problems outside the ghettos. These are represented by the pockets of poverty in rural America where blacks and whites alike share the same misery.

One of these areas is in eastern Tennessee, in Carter and Washington counties. There, the Teacher Corps is based at Eastern Tennessee State University and the team consists of three white and one black intern. They conduct classes for whites and blacks, children and adults.

The approach to both young and adult is part of the work in Compton, Calif., where a black teaching materials center has parents helping with the materials development, leading classes in social studies and participating in a workshop where teacher can learn to use the materials.

In the Willowbrook area, near Watts, famous black individuals are brought into the classes for a day—Marlan Anderson and O. J.

Simpson among them—to persuade youngsters that the black world is not simply the ghetto and its problems but an outer circle of possible achievement.

And, again, leading the most dynamic program of this widespread effort is Mrs. Margaret Ashworth in Detroit, who came to her vital post with a broad background in educational and racial motivation work.

"I've been in the Detroit school system since 1950," she says. "I came with five years experience in Tennessee, where I taught elementary home room and grades one through six. In 1965, I took a leave of absence and worked with the Desegregation Advisory Committee, which was a federal program in Wayne County authorized by Title IV of the Civil Rights Act of 1964.

"As members of the committee, we went to 48 school districts setting up workshops where de facto school segregation could be discussed.

"I worked for the committee for one year. I was then assigned as assistant to the principal to Pattengill School where I used to teach and where my children went to school. I was assistant principal there for a year and a half until the director of the Teacher Corps asked me to join the Teacher Corps staff."

From this point forward, it is a difficult choice for Mrs. Ashworth: Back to teaching with the Detroit Public Schools at a time of their greatest change or continuing on with the Teacher Corps as its "beautiful" young people continue to effect many of those changes.

This choice—which in various ways will confront many others in the Teachers Corps—has one built-in blessing. In either case, she and the others will remain at the heart of an impressive effort in which they have gained in their own human and professional stature as they have contributed to opening others to their own vast possibilities of growth.

BLACKMAIL IN THE CITIES

HON. JOHN R. RARICK

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 13, 1969

Mr. RARICK. Mr. Speaker, Daniel Moynihan, chief urban affairs adviser, seeks an additional \$20 billion in Federal funds supposedly to fight city problems—where those to be aided only "seek to build and control every institution that operates in the ghetto," not to improve life for the poor, but for the "acquisition of power."

Mr. Moynihan's proposal is thus doomed by the erstwhile leaders of those he would use taxpayers money to help. People who do not want help, cannot be helped. But this should come as no shock to Mr. Moynihan, who as a social scientist is charged with knowledge that mere environmental change has little, if any, effect on character, and ability.

I include a clipping from the Washington Evening Star, a letter of May 5 from Mr. Carleton Putnam to Mr. Moynihan, a report from Barrons, and Victor Riesel's "Now Hear This" following my remarks:

[From the Washington (D.C.) Evening Star, May 13, 1969]

MOYNIHAN ASKS DOUBLED AID TO CITIES

Daniel P. Moynihan has called for a new national urban policy designed to give vital-

ity to cities through more federal funds and recognition of their elected officials.

Moynihan, President Nixon's chief urban affairs adviser, told the U.S. Catholic Conference Task Force on Urban Problems yesterday that federal aid to cities and states should be doubled—adding about \$20 billion to the present distribution of aid.

He also urged federal authorities to give more attention to dealing with the elected officials of the cities rather than the leaders of special groups within urban areas and encouragement of state participation in solving urban problems.

Before Moynihan spoke, two black militants told the 100 priests and laymen attending the conference that the goal of the black revolution is "acquisition of power."

C. Sumner Stone, vice chairman of the Black United Front of Washington, and Rev. Franklyn D. R. Florence, president of the FIGHT organization in Rochester, N.Y., agreed that whites have relied too much on the advice of Negro leaders who no longer represent the black masses.

"The problem of the black man in America and the world is powerlessness," Florence said. He said the answer was not in listening to "rhetoric that means nothing," but "to build and control every institution that operates in the ghetto."

Stone said that violence has become accepted by blacks. He predicted there would be more "rebellions," including disorders in Washington, within a few years.

MCLEAN, VA., May 5, 1969.

Hon. DANIEL P. MOYNIHAN,
Special Counsel to the President on Urban
Affairs, the White House, Washington,
D.C.

DEAR MR. MOYNIHAN: Forgive the delay in acknowledging your reply of March 20, through Dr. LaVeck, to my note of February 28. When it reached my office I had just left for our annual cruise through the out-islands of the Bahamas—you may advise the Boss that if he ever wants isolation I can find him a harbor in the Exumas—and since my return my desk has been swamped.

Your comments were greatly appreciated, and with most of them I agree. I have never disputed the fact that environment plays an important part in the realization of potential ability and character, and no one is more anxious than I to see social injustices corrected and environments improved. Environment does not, however, alter potential. I would say that the most profound, damaging and dangerous misunderstanding in our society today is the assumption that poverty and inequality are primarily the result of social injustice. This is simply not the case. The primary cause resides in genetic differences in potential human capacity, both individually and racially.

The preaching of the opposite of this truth over a period of forty years by our scientific hierarchy, our educational establishment, our religious leaders, our politicians and our mass media is at the root of most of our national and international problems today. It has given the Negro an imaginary grudge against the White man, and the White man a false sense of guilt toward the Negro with its related attitude of appeasement and permissiveness, which in turn has spread intra-racially throughout our homes, our schools and our courts.

The emphasis has been totally wrong, and the consequences are approaching a national disaster. The essence of the American dream was a fluid society in which ability and character at the bottom could rise to the top; it was never intended to be a society in which the bottom, regardless of either ability or character, could permeate and dominate the top, lowering its standards, flouting its laws, draining its substance and initiating the obvious current decline in our civilization.

Everything therefore which tends to further the fallacy—such as Nixon's statement that intelligence is largely formed by the environment—is to be regretted. The best evidence today, as you know, is that 80 percent of the final product is inborn. Moreover, when you speak of Dr. Jensen you must realize that his racial presentation involves only the field of psychology and genetics. All the available data from other areas such as anatomy, histology, physical anthropology, electroencephalography, kinesthetic maturation studies and world history reinforces and confirms Jensen.

Beyond this, in reply to your remark that there still is "a good deal of controversy" about these issues, I must point out that while we indeed hear debate about an exact measurement here, or a fine point there, no controversy can be sustained as to the side on which the overwhelming preponderance of the existing evidence falls, nor can there be any justification whatever for basing all our public policies on the assumption that the opposite of this evidence is true. Human societies cannot act solely on mathematical certainties. Civil cases at law are decided on the balance of the credible evidence, and criminal cases on proof beyond reasonable doubt. That we should be making all our decisions on domestic and foreign policy in the human field in defiance of these rules would be an amusing farce were not the consequences so tragic.

Finally as to this matter of hope. I, too, see hope but I do not see it in continuing either the farce or the tragedy. I see the first, faint glimmerings of it in Nixon's and Mitchell's references to the need for backbone on the part of college administrators. If the same exhortations could be directed to the National Academy of Sciences in regard to the proposals of Dr. Shockley, the glimmer would become a distant light. The one thing our people need most today is to be led out of this slough of fawning self-abasement in which we wallow and in which excellence feels forever obliged to surrender to its opposite. It is destroying moral courage throughout our society.

And I might add that nothing is more certain to increase trouble than cowardice toward the troubles you already have.

Sincerely,

CARLETON PUTNAM.

[From the Baton Rouge (La.) Morning Advocate, May 1, 1969]

NOW HEAR THIS

WASHINGTON, D.C.—It does appear that the Black Panther ambassador to Communist China is "Prime Minister" Stokely Carmichael. It's more a matter of accommodation than accreditation. Mr. Carmichael has passport—does travel. In recent weeks he has been accommodating his Maoist supporters by jetting to Dar es Salaam Tanzania, central meeting ground for Peking agents and the violently extremist coalition of neo-black revolutionists.

Mr. Carmichael does not go hat in extended hand as a mendicant. He has money. So do the Panthers, whose headquarters lodge is in Oakland, Calif., as well as those swiftly spreading units which steal their name from the home office.

This money, in fact, has been pouring in from the U.S. government through the seemingly helpless Office of Economic Opportunity (OEO) and a string of other cabinet level antipoverty agencies. And not just in petty cash—but by the millions of dollars.

In addition to the Panthers, who are terrorizing many a black community and now even some large industrial plants, others have raked in this dollar harvest. Money has gone to gangs, thugs, bands of "bully boys" and just plain racketeers. Some of them wear the Panther uniform—the black button-studded beret, blue denims, black jacket and

black boots. Some strut about with openly visible side arms.

Some actually are the original Black Panthers, who attempt to control their national organization. Their Oakland people claim some 44 to 46 branches in as many cities. Authorities believe the more realistic count is 24 to 26. The California Panthers try to screen their members and have been rejecting applicants. But this hasn't stopped the roving squads in many cities from donning their uniform.

It's all in the OEO's controversial confidential records, closely guarded by its one truly efficient professional unit, the Office of Inspection. In those files are the grim, sometimes ghoulish stories of efforts to buy "the cool" in big cities—and how money was intercepted by this very tough crowd which sees the poor as ghetto-chained chattel.

For some time now, the OEO staff philosophers have been split over the policy of paying off to criminals or street gangs such as Chicago's Blackstone Rangers (who, according to OEO records, got some \$600,000). The battle was finally won by those strategists who fought "piecing off" the underworld.

There seem to be particularly horrendous stories in these reports involving Panther and allied activity and terror in Minneapolis, Boston, New York, Detroit and here in the District.

Many of these OEO reports now are in the hands of the investigation staff. Other reports will follow—but not until the OEO's inspection office's veteran investigators remove the official federal and local sources and names of private informers from the documents. This is understandable. The inspection people don't want their contacts floating in the Hudson or Mississippi Rivers. Nor do they want to breach that desperate secrecy which covers the activities of the best informed sources—the local police departments.

The Permanent Subcommittee on Investigations staff people have been trying to pry these reports from the OEO. They have had no luck because the antipoverty headquarters has been determined firstly, to keep it all secret, and secondly, to protect its own investigators and informers. They wanted neither their loosely operating two-billion-dollar-a-year headquarters wiped out by Congress nor to work with the committee.

OEO had been operating on its own until the new administration. President Johnson did not direct them to keep their files closed. Neither did he pressure them to open the reports of gangster and extremist looting of poverty money.

However, not long after the inauguration, the White House pressured the OEO and the confidential dossiers have been going over to the committee office.

There will be a few routine hearings on riots, burnouts and poverty. Then, late in June, a kleig light hearing on Panther (or reasonable fascimiles) terror, musciling of the poor, diversion of funds and subsidy of the newest of underworlds.

Most tragic in all this are the ghetto poor. In New York, the schools still are terrorized. Parents, principals (including Negro educators) and union leaders have been threatened with brutal beatings. Positions paying upward of \$22,000 annually (to \$30,000) are simply seized. Thugs threaten the oppositionists of all races and creeds with death—just like that. Oversized goons follow the opposition leaders home.

In one city, the so-called Panthers have moved in on the model cities program. In another, the hustlers have muled Labor Dept. and HEW programs.

In many metropolitan areas, especially New York, Washington, Detroit, Boston and northern New Jersey concentrations, the poor are discouraged from involvement. They had not been coming out to vote for their one-third of the boards of Community Action